

Take Home Points:

Mentoring Across the Generational Divide

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Trigger Tape 1: Inter-Generational Conflicts between Faculty Regarding Change

Watch on YouTube: <http://www.youtube.com/watch?v=C504i9ysGsY> (*3rd trigger tape*)

Seasoned Faculty:

- Give new faculty responsibilities and let them do it their way (don't micromanage).
- If you want it done a specific way, make sure you outline your expectations clearly.
- Gen X faculty like to work in small teams with leadership based on skills, not seniority.
- Younger faculty want to have fun at work, another reason to let them do it their way.
- Be open to changes in the learning environment and use of new learning technologies.
- Young faculty want to make changes fast, you can assist them by helping them cut through the red tape.
- Respect their accomplishments, energy, and enthusiasm.
- The younger generation is looking to improve their skills, try to assign them duties/tasks/responsibilities that fit with what they want to do.

Younger Faculty:

- Value the experience of seasoned faculty members and the institutional memory. Be patient with the system and stay committed to your organization.
- It's not what you say or even what you ask for; it's how you say it or how you ask for it. (Misty Burmeister)
- When conflict occurs ask permission to review your understanding of the situation. Offer solutions to barriers presented. This may need to happen at another time.
- Create common ground through communication, flexibility and understanding.

Trigger Tape 2: Life-work balance

Watch on YouTube: <http://www.youtube.com/watch?v=HNwaQRp6Qoo>

Seasoned Faculty:

- Use a supportive leadership style which opens up the conversation in a collegial manner and demonstrates that **people** are the greatest resources in any academic medical center (*“Tell me how everything is going with your daughter – what is her name again?”*)
- Active listening and asking pertinent open ended questions demonstrates respect for the junior faculty member’s request and gains further information, as opposed to quickly judging based upon his “knowledge” of this topic (*“Tell me how you envision this working?” “Wow, having part-time academicians would be a first for our group; tell me what you’ve learned about how others have done this.”*)
- Respond appropriately to the difference in generational **values** as this will open the conversation to a more collegial discussion on how to obtain what the younger faculty needs within divisional constraints (*“It seems like you’re really struggling with wanting to have an academic career and spend time with your family. I didn’t have to do that when I was first starting out since my wife took care of everything. Tell me more.”*)
- Seek advice from another Division Chief, or Chair, before making a unilateral decision. This could potentially identify other options that may work.

Younger Faculty:

- Anticipate the division chief’s reaction and arrive prepared with a written plan. This helps demonstrate respect for the divisional workload. See examples of Horn Scholarship Application Questions in Harrison reference.
- Seek advice from a mentor with experience in this realm prior to meeting with the division chief. Doing so can help provide information as well as serve to empower you.
- Ask a faculty member from another division or department who has prior experience in part time scheduling to accompany you to the meeting. This will help move the discussion forward when the division chief has questions you cannot answer.
- Suggest a trial period of the proposed schedule (e.g., for 3 months) and then re-evaluate its effects on the group.
- In the discussion of life-work balance, point out the benefits of flexible scheduling in helping to attract future quality applicants to the group. New faculty may be more interested in joining groups that support this concept in theory AND practice. Suggest a presentation at a faculty meeting on this topic to further educate the division and the department on the benefits of maintaining healthy life-work balance.

Silent Generation (born ~1922-1943)

Characteristics	Values
<i>Hard working</i>	Dedication
<i>Detail oriented</i>	Sacrifice
<i>Thorough</i>	Respect for authority
<i>Reluctant to buck the system</i>	Patience
<i>Reticent when they disagree</i>	Delayed reward
<i>Uncomfortable with ambiguity/change</i>	Duty before pleasure
<i>Respectful</i>	Adherence to rules
<i>Hierarchical</i>	Honor
<i>Like their experience acknowledged</i>	Discipline

Baby Boomers (born ~1944-1960)

Characteristics	Values
<i>Want to please</i>	Optimism
<i>Driven</i>	Personal growth
<i>Service oriented</i>	Idealism
<i>Team players</i>	Team oriented
<i>Not budget oriented</i>	Personal health and wellness
<i>Uncomfortable with conflict</i>	Process over outcome
<i>Like to be recognized</i>	Work
<i>Overly sensitive to feedback</i>	Respect for authority
<i>Dislike brusqueness</i>	Loyalty

Generation X (born ~1961-1981)

Characteristics	Values
<i>Independent</i>	Self-reliance
<i>Creative</i>	Pragmatic
<i>Technologically savvy</i>	Diversity
<i>Like informality</i>	Outcome over process
<i>Direct communication</i>	Balance
<i>Skeptical/Cynical</i>	Thinking globally
<i>Dislike bureaucracy</i>	Fun
<i>Distrust hierarchy</i>	Efficiency
<i>Dislike incompetence</i>	Individualism
<i>Pessimistic</i>	Respect must be earned

Millennials (born ~1982-2000)

Characteristics	Values
<i>Optimistic</i>	Confidence
<i>Cheerful</i>	Diversity
<i>Informal</i>	Sociability
<i>Respectful</i>	Civic duty
<i>Fast</i>	Collaboration
<i>Dislike unfairness</i>	Achievement
<i>Crave feedback</i>	Team oriented
<i>Need relevance</i>	Morality
<i>Technologically savvy</i>	Idealistic
<i>Need clear expectations</i>	Respect for authority

Source: Adapted from *Generations at Work* by Zemke, R., et al

Recommended Reading List

Mentoring

- Detsky AS, Baerlocher MO. Academic mentoring--how to give it and how to get it. *JAMA*. 2007 May 16;297(19):2134-6.
- Elliot, VS. Generation gaps: Managing a multigenerational staff <http://www.ama-assn.org/amednews/2010/06/14/bisa0614.htm>
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Working with Medical Students

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Working with Residents

- Larson DL. Bridging the Generation X Gap in Plastic Surgery Training: Part 1. Identifying the Problem. *Plast Reconstr Surg* 2003, Nov;112(6):1656-61.
- Larson DL. Bridging the Generation X Gap in Plastic Surgery Training: Part 2. A Proposed Solution – Identifying a "Best Practice" in a Plastic Surgery Training Program. *Plast Reconstr Surg* 2003, Nov;112(6):1662-65.
- Schlitzkus, LL, Schenarts, KD, Schenarts, PJ. Is Your residency Program Ready for Generation Y? *J of Surgical Education* 2010, 67(2): 108--11

Working with Faculty

- Pleotis-Howell L, Joad JP, Callahan E, Servis G, Bonham AC. Generational Forecasting in Academic Medicine: A Unique Method of Planning for Success in the Next Two Decades. *Acad Med*, Aug 2009, 84(8):985-993.
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Books We Recommend

- Not Everyone Gets a Trophy: How To Manage Generation Y by Bruce Tulgan, Jossey-Bass, San Francisco, CA 2009.
- The Trophy Kids Grow Up: How the Millennial Generation is Shaking Up the Workplace by Ron Alsop, Jossey-Bass, San Francisco, CA 2008.
- From Boomers to Bloggers: Success Strategies Across Generations by Misti Burmeister, Synergy Press, LLC, Fairfax, VA 2008.
- It's Okay to be the Boss, by Bruce Tulgan, Harper Collins Publishers, New York, NY. 2007
- Connecting Generations: The Sourcebook for a New Workplace by Claire Raines, Crisp Publications, Inc., Menlo Park, CA 2003.
- Millennials Rising: The Next Great Generation by Neil Howe and William Strauss, Vintage Books: A Division of Random House, Inc., New York, NY 2000.
- Generations at Work: Managing the Clash of Veterans, Boomers, Xers and Nexters in Your Workplace by Ron Zemke, Claire Raines, and Bob Filipczak, AMACOM American Management Association, New York, NY, 2000.